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ABSTRACT

The East Central Curriculum Management Center (ECCMC) was evaluated by the Illinois State Advisory Council on Adult, Vocational and Technical Education. The council reviewed the internal operations of the center, including (1) an assessment of how various units within the Illinois Office of Education (IOE) related to the Center; (2) a survey of local education agencies within Illinois to ascertain awareness and use of the Center's services and products; (3) a survey of the directors of the other eleven states served by the center; (4) a survey of the Superintendents of Educational Service Regions in Illinois, and (5) a review of the internal operations through an all-day visitation of the center and personnel and the IOE personnel. Conclusions were that the center is an integral and important component in the delivery of vocational education programs and services in Illinois. By keeping the local education agencies (LEAs) informed of available curriculums and other materials available the center is actively strengthening vocational education in Illinois, and, to a lesser extent, in the other eleven states served. Nevertheless, the center could improve its services and operations. Local educational agencies could assist themselves and the center by informing greater numbers of their staff about the center and the services provided. Specific recommendations were made with regard to federal and state funding of the center and suggestions for improving utilization of its services. (JT)

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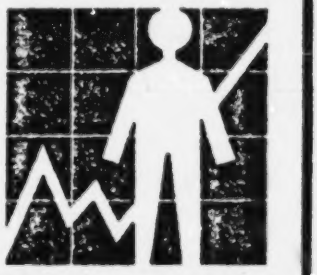
STATE OF ILLINOIS

ECCMC EVALUATION REPORT

NOVEMBER 1977

Investing in People



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ECCMC EVALUATION REPORT

The State Advisory Council on Adult, Vocational and Technical Education was requested by the Director of the Department of Adult, Vocational and Technical Education of the Illinois Office of Education to evaluate the East Central Curriculum Management Center. Six members of the Advisory Council actively participated in this evaluation: Dr. Arthur DeCabooter, Mrs. Glenita Pensoneau, Mr. K. Duane Rankin, Mr. Robert Stalls, Mr. Dan Swanson, and Mrs. Betty Stevenson.

EVALUATION PROCEDURE

The Council reviewed the internal operations of the Center, including, 1) an assessment of how various units within the Illinois Office of Education (IOE) related to the Center; 2) a survey of local education agencies within Illinois to ascertain awareness and use of the Center's services and products; 3) a survey of the Directors (or their designees) of the other eleven states served by the Center; 4) survey of the Superintendents of Educational Service Regions in Illinois; and 5) a review of the internal operations through an all day visitation of the Center and personnel and IOE personnel.

OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS

The East Central Curriculum Management Center is an integral and important component in the delivery of vocational education programs and services in Illinois. By keeping LEAs informed of available curriculums and other materials available, the Center is actively strengthening vocational education in Illinois, and, to a lesser extent, in the other eleven states served. Nevertheless, the Center could improve its services and operations. Local educational agencies could assist themselves and the Center by informing greater numbers of their staff about the Center and the services provided.

1. The East Central Curriculum Management Center has done a good job in strengthening vocational education in Illinois, and all nine responding states indicated that they favor Illinois continuing to administer the Center. The State should support the Center by submitting a proposal to the United States Office of Education to obtain a federal grant for the Center's continuation.

2. Illinois' schools make greatest use of and obtain a larger share of the benefits from the Center. The materials available are at the immediate disposal of DAVTE staff. More materials are desired than there are funds with which to purchase these. Illinois should consider a greater funding commitment to the Center.

3. While most vocational directors indicated that they were aware of the Center's services and materials, some teachers, librarians, and guidance counselors indicated that they were not aware. The staffs of the Center and the rest of DAVTE (especially the Consultants Section) should consider strategies to better inform teachers, guidance counselors, and librarians of the Center and how to make effective use of it.

4. There is far greater awareness of the Center than there is usage. The "ECCMC Capabilities Booklet" was only a "one-shot" publication. The "Booklet" describes what the Center can do for schools, and there seems to be justification for it being reprinted and distributed to all schools in the State. The incidence of use would increase if more persons were more acutely aware of the services and materials available through the Center. While the "ECCMC Capabilities Booklet" can assist in this, an increase in inservice workshops to explain the Center could more directly and more informatively reach a greater number of potential users.

5. Many Deans of Occupational or Career Education in public community colleges expressed their unawareness of the Center. The Center staff should consider working in concert with the staff of the Illinois Community College Board (ICCB) to inform these postsecondary schools of the services and materials available through the Center.

6. Superintendents of Educational Service Regions are an important component in public education in Illinois. While over 75% of the Superintendents were aware of the Center and its materials, better relationships could be established. "The Center should develop materials and strategies to assist Superintendents of ESRs in promoting awareness and utilization of the Center by local districts."

7. Many IOE staff, outside DAVTE, appear unaware that the ECCMC is different and distinct from the Media and Resource Center, and in some cases were unaware of the Center's existence. Many IOE employees indicated that there was a lack of understanding about and communication with the Center. The ECCMC has materials that impact on more than just vocational and career education. Somehow the entire Illinois Office of Education needs to be made aware of the East Central Curriculum Management Center.

8. The Center is physically located adjacent to the IOE library, yet there are two separate card catalogs. In addition to the Center having its own card catalog, the materials available through the Center should be indexed in the IOE library card catalog, or the Center should duplicate its card catalog and place the second one next to the IOE library card catalog.

THE EAST CENTRAL CURRICULUM MANAGEMENT CENTER VISIT

When the Advisory Council evaluation team visited the Center the purpose was to look at what the Center was doing now, and had done in the immediate past. There was no desire to look back over time. There was rather a strong inclination to attempt to project the future. The staff of the Center, the rest of the AVTE staff, and several of the other units within the Illinois Office of Education were very helpful in assisting Council members. The following operations of the Center were reviewed:

-- Acquisition of Materials

The East Central Curriculum Management Center would not be able to function if it were not aware of existing materials and materials being developed, and were not able to obtain such material. In the twelve-state area served by the Center, the other eleven states keep the Center informed of curriculum available and curriculum under development. When a product is finished, the ECCMC receives at least one copy. Due to the Center being one of six Centers in the National Network for Curriculum Coordination in Vocational

and Technical Education, the Center also is kept informed of materials being developed in other Centers through annual meetings and reports. Because the Center is located within the IOE/AVTE, the ECCMC is aware of all research and curriculum development produced by AVTE. Additionally, the University liaison people keep the Center informed of materials being developed at Illinois universities. Formal linkages exist also with the United States military, so that the Center is aware of the materials developed by the armed forces.

The ECCMC has to rely on informal mechanisms to obtain knowledge of curricula not developed through the above sources. While this may be a "hit or miss" proposition, it seems to be working. These informal mechanisms include newsletters, workshops, and feedback from individuals who are aware of locally developed curricula. While locally developed curricula are important, they comprise only a small portion of total curricula developed within the twelve-state region.

The evaluation team was very satisfied with the acquisition efforts of the Center.

-- Cataloging

The East Central Curriculum Management Center uses a modified Dewey Decimal cataloging system. As most schools use the Dewey System, ECCMC has modified the system enough to add subject areas to cover vocational areas not included in the basic system. The process of receiving, recording, and cataloging takes three days for most new materials. Materials are received and noted, forwarded to the appropriate AVTE consultants who review for the purpose of deciding whether additional copies are needed, returned to the Center where an abstract is prepared and the material is then cataloged. Cards in the catalog are color-coded for ease of both staff and users. The Center staff is preparing an assessment form for the consultants asking such things as -- will this material be used in the classroom? -- etc., etc. While this may add a day to the cataloging process, it appears that it will be a useful step. A problem has developed because consultants have failed to return materials in a timely fashion.

The ECCMC is located adjacent to the IOE library, so close in fact that it is impossible to determine precisely where one starts and the other ends. In terms of use by IOE employees this seems advantageous. However, the evaluators question whether IOE staff know that the Center is a separate operation. The Center and the library have separate card catalogs, and, if users are not aware of the separation they may not find the desired materials. The evaluators believe that all materials held by the Center should be indexed in the IOE library card catalog, or, if that proves impossible due to different cataloging, the ECCMC should duplicate its card catalog and place the second one next to the IOE library card catalog. (See Recommendation #8)

-- Dissemination and Record Keeping

In addition to cataloging, records are maintained whenever an individual requests material through the Center. The Center keeps a log of all requests as to the materials requested, the type of individual (teacher, administrator, guidance counselor, librarian, etc.) making the request, and the state where the request originated. The data are required by the U. S. Department of Health,

Education and Welfare, Office of Education. The records maintained by the Center indicate a turn around time of one to five days. Items sent from the loan library are to be returned in thirty days. If not returned, up to three over-due notices are sent on a one per week basis. If after that the materials are not returned, a telephone call is made. Since February 1976, approximately thirty items have been lost either through the mails or because they simply were not returned.

The loan library had a very hectic and busy September 1977, averaging slightly over six requests per day. Persons making requests can ask for up to six items per request. In addition to the request through the Center loan library, dissemination is aided by workshops and newsletters. The Center has held over thirty workshops since January 1, 1977, and plans to exceed fifty before the year ends. Beyond workshops held at schools, the Center staff has addressed the IOE program services teams to inform them.

The record system is basic and meets the present needs of the Center. As the use of the Center increases, however, a more sophisticated system may prove necessary.

-- Center Publications

The Center has five major publications, two of which are newsletters printed quarterly: "Center Critiques" and "NNCCVTE News." Over 30,000 copies of "Center Critiques" are printed, with almost 5,000 of these targetted to go to Illinois schools, ESRs, IOE services teams, community colleges, and four-year universities. The "Center Critiques" is aimed at the twelve states served by the Center. The "NNCCVTE News" is distributed all over the United States with at least 500 staying in the State.

The Center also publishes on an annual basis an Annotated Bibliography. Last year was the first printing with 3,000 copies printed, 1,149 were sent to a variety of educational institutions and agencies in Illinois. The Center also printed 10,000 copies of an "ECCMC Capabilities Booklet and 250 copies of the "Center Activities Inventory" as "one-shot" publications -- 2,500 copies of the Capabilities Booklet remained in the state and 70 copies of the Activity Inventory were distributed in Illinois.

One of the major purposes of the National Network for Curriculum Coordination in Vocational and Technical Education is to minimize duplication in the development of vocational curricula. The East Central Curriculum Management Center helps the twelve states served by the Center by preparing annually a "Curriculums Under Development" booklet which allows each state to see what the others are doing. This tremendously reduces the development of duplicative curricula in this region.

Problems have been encountered with both the "Center Critiques" and the "NNCCVTE News". The "Center Critiques" has fallen off its publishing schedule; the last issue was lost in the Illinois Office of Education print shop. This needs corrective action. The printing costs of the "NNCCVTE News" have risen drastically, and will lead to a decrease from 12,000 to 11,000 copies in its next release. This will not adversely affect the copies available in this region and

in Illinois because one of the other regional centers has indicated that it does not need as many as it had been receiving.

-- Management and Budget

The Center has a very small staff consisting of only four professionals and two support personnel. The staff is capable and well versed in the operation of the Center, and, with the exception of the intricacies involved in cataloging, has the ability to substitute for one another. The senior librarian is addressing this weakness of no one else being able to perform the cataloging by developing a packet which will make it possible for others to understand and perform the cataloging.

The budget document is not involved and it clearly reflects the Federal monies and the State monies provided for the Center. For 1977, the United States Office of Education provided $70,574 and another $76,170 was provided by the State of Illinois through the Department of Adult, Vocational and Technical Education, totaling $146,744. The budget is based on the activities that the Center has identified as their goals and objectives. Priorities are not addressed in the budget simply because the monies provided are just enough to keep the Center in operation performing its basic functions. Very little money is available for new purchases for the Center. The intent of The Education Amendments of 1976, PL 94-482, is to increase the emphasis on dissemination. The reorganization of DAVTE, which will place the ECCMC in the Research and Development Section, may allow for greater flexibility and increased acquisitions. The Center presently has 8,993 books and does develop its resources through soliciting books and materials for free distribution.

Illinois provides fewer dollars for its Center than any of the other states sponsoring Centers. In addition, it has fewer staff than all but one other Center. Much emphasis is placed on personnel and only a small portion of the budget deals with the costs of the various services provided by the Center. These would be contractual, postage, parcel post and the like. It might be well to clearly state these services. An appendix could note the substantial support provided to the Center by the AVTE budget which includes printing, additional postage, etc.

It appears that the State receives a significant return on its investment in view of the fact that the vast majority of requests are from the State of Illinois. Current materials, timely searches, and ready resources for the AVTE staff are available. (See Recommendations #1 and #2)

-- ECCMC Relationships with AVTE and IOE

The East Central Curriculum Management Center can have a significant impact on vocational education in Illinois. But the Center staff needs the cooperation and assistance of the rest of AVTE, and AVTE staff needs to be kept informed of materials. This is what exists. Every unit within AVTE is kept informed of the materials available on a monthly basis. The staff in turn helps to inform "field educators" of the materials and services available through the Center. This is done through a variety of formal and informal mechanisms. Regional representatives discuss the Center at planning sessions, arrangements are made to make information available at workshops and seminars, the CETA staff informs both schools and CETA prime sponsors of the Centers, and the occupational consultants have encouraged teachers to use and have brought teachers to Springfield and given them tours of the Center.

There are other mechanisms which the Center also has been able to use in informing educators of its services and materials. The "Career Education Journal" published by AVTE has carried several articles about the Center. Vocational publications and workshops other than AVTE sponsored can and have been used. The Center has had a booth at past Illinois Vocational Association meetings and at seminars sponsored by the Illinois Council of Local Administrators. While these have been helpful, the survey results (see following section) indicate the administrators are aware, yet sometimes their teachers, guidance counselors, and librarians are uninformed. (See Recommendation #3)

If there is a weakness in the relationship of ECCMC and the rest of AVTE, it is in the field of adult basic and continuing education. As the Center was originally established to serve vocational education, it really cannot be faulted for having very few adult education materials. The Center does include the Illinois regional adult education centers in its mailings. In addition, those adult education centers serve adult education programs in their region by serving as a resource center and library. Staff from one of the regional adult education centers has come to Springfield and toured the ECCMC.

The relationships between the ECCMC and other sections of the Illinois Office of Education are somewhat less known. The evaluation team started with no preconceived notions as to a qualitative assessment of these relationships.

All relationships start with acquaintance. That is where the ECCMC is in its relationship with the Instructional Television/Educational Television unit of the Illinois Office of Education. Both know that the other exists, and both have different missions and purposes. However, from a LEAs viewpoint the missions and purposes are very similar.

The LEA Services Section is well aware of the Center, and vice versa. The Center has made presentations to the IOE program services teams, and includes the five teams in the distribution of newsletters. As AVTE has regional representatives the IOE services teams are not active in vocational education. However, they are basically aware of vocational activities and programs.

The Media and Resource Center (MARC) of IOE includes the library. This unit is familiar with the ECCMC and supportive of its activities. The ECCMC and MARC have an integrated check-out for materials. The evaluation team believes there is merit in the MARC card catalogs containing cards on materials available through the ECCMC, provided that the ECCMC also maintains its own catalog. (See Recommendation #8)

The directions for vocational education are established in Federal legislation. One of these directions is to provide vocational education to handicapped and disadvantaged students. The Programs for Exceptional Students Section has a unit for Handicapped Programs. Unfortunately, the evaluation team was unable to meet with representatives from that unit. It is unknown to the evaluators what their relationship is, if any, with the ECCMC.

SURVEY RESULTS

-- The Eleven Other States

The area served by the East Central Curriculum Management Center stretches from Virginia-Delaware-Maryland on the Atlantic Ocean northwest to Illinois-Wisconsin-Minnesota, and covers almost one-third of this Nation's population. Responses were received from nine of the eleven States; and all nine are in favor of Illinois continuing to operate the Center. (See observation #1)

Eight States agreed, to varying degrees, with the philosophy and goals of a national network for curriculum coordination in vocational and technical education; only one State indicated that they had reservations about such network. However, only five States provide inservice on the national network to their LEAs. On the other hand eight of the nine provide inservice to their LEAs on the materials available through the ECCMC and how to obtain such materials.

A majority of the respondents indicated that the Center has met each of the eight Federal goals established for the Centers. On two different goals, only five States felt the ECCMC had met the goals; and on no one goal did all nine States believe the Center had met the goal. However, on three goals eight of the States felt the Center had met the goal. (For a full detail of responses, see Appendix 1). The two national goals which five States believed that the Center met were: (1)that the Center will be the facilitator in enabling states to plan for cooperation in development, testing, evaluation, dissemination, reproduction and implementation of materials; and, (2)that the Center will provide services which will encourage the adaptation, demonstration, and adoption of effective curricula and curriculum development practices. The evaluation team believes that these two goals could place the Center in a position of telling the other States what, and what not, to do. At best, these two goals should be approached very cautiously.

Of the six proposed goals of the ECCMC, five were rated as having been met, with two of those being unanimous. Only four States believe that the Center has established and maintained an evaluation system for all curriculum coordination. The evaluation team believes that the Center should address this apparent weakness.

Earlier mentioned was the fact that Illinois benefits greatly from the Center being situated in State. One State responded with that concern, writing, "...more effort must be put forth at the Federal and State levels in each state in order for the network to be effective. $60,000 per year is not enough, and often we have felt as if most of that effort only went to Illinois needs. What is needed is a means to get actual job assignments for this effort in each participating State." (Underlined by respondent) The evaluation team is somewhat in agreement with the above quote, and that is why we recommend increased State support for the Center. (See recommendation #2)

-- *IOE Program Support Teams*

There are five program support teams located in five communities in Illinois. Their purpose is to aid LEAs in dealing with the Illinois Office of Education. Only three responses were received from these teams. All three said that they were aware of the ECCMC, and that DAVTE was the unit which had made them aware. Two of the three responded that schools have requested from them information concerning the Center, and that these requests had come from superintendents, vocational directors, and teachers. All three teams indicated that they received some of the ECCMC publications. (See appendix 2)

-- *Superintendents of Educational Service Regions*

Seventy-four percent of the Superintendents of Educational Service Regions responded to the questionnaire; and seventy-seven percent of the respondents indicated that they were aware or very aware of the Center. However, only 27% include inservice on ECCMC in their activities, and only 24% have received requests from LEAs about the Center. Approximately 52% of the SESRs indicate that they were made aware of the Center by DAVTE. (See appendix 3)

The evaluation team thinks that DAVTE has done a fair job of informing Superintendents of the ESRs of the Center and its materials. However, we are well aware that these are very busy people and that they can not do everything. In answering that his office never inservices on ECCMC, one superintendent wrote, "there are two counties, one superintendent and one assistant, and tons of paper work; not enough time and not enough money." Another superintendent from a two-county region wrote, "Efforts have been made to get a listing of materials in the Center so that we could better acquaint our teachers. They have failed at this point." Two other superintendents state that directors of area vocational centers have kept them informed about ECCMC. Relationships with the Superintendents of Educational Service Regions are good, but there is room for improvement. (See recommendation #6)

-- *Community Colleges*

Fifty-one questionnaires were mailed to all thirty-nine public community colleges, thirty-eight responses were received from thirty-three of the schools. In other words, 84.6% of the colleges responded, while 74.5% of the individual campuses replied.

Twenty-six Deans state that they are either aware or well aware of the Center, and twelve say that they are unaware. Of the fourteen who have made use of the ECCMC, thirteen were either satisfied or very satisfied with the services or materials. Only twenty-three respondents indicated that they received any of the ECCMC publications; one other admitted that she had just started as a Dean and had not received anything. This is interesting in light of the Center's records and mailing list which includes every individual campus. (See appendix 4)

Several comments were made by respondents; in their totality they indicate that there is a great need to improve relations with community colleges. One Dean expressed a need to be better acquainted with the materials and services available through the ECCMC. Another wrote, "nothing available which is useful to our personnel." A third recommended a newsletter for postsecondary schools. A fourth stated that the name of the Center was somewhat confusing and that he "would like to see more extensive holdings of curriculum guides", especially for postsecondary programs and that were performance based. Overall, the evaluators were surprised at the lack of awareness of the ECCMC shown by community college personnel, and were disappointed in the infrequent usage of the Center by the colleges. There appears to be a need for the ICCB and DAVTE to work together in informing community colleges of materials and services available through the Center. (See Recommendations 4 & 5)

-- Area Vocational Centers

Three copies of the questionnaire were sent to each area vocational center with a request that instructors, guidance personnel and librarians get a chance to respond. Fifty-five responses were received from twenty-six AVCs. Forty-eight respondents (87%) are aware or very aware of the Center, and only seven indicate that they are unaware, and one of those is in his first year on the job. Of the seven unaware individuals, one was a director, three were instructors, two were guidance counselors, and one was a media services supervisor.

Only thirty-eight of the fifty-five respondents have made use of the Center. (See recommendation 4). Thirty-five users (92%) state that they are either satisfied or very satisfied with the materials and services, while only three were disappointed. Curriculum guides and the loan library were deemed to be the most valuable of the services provided by ECCMC.

Twenty-seven respondents also wrote comments on the questionnaires; some of the comments were very complimentary, others were not. One teacher said that she "would like to have a list of film and video materials, and a tour of the ECCMC facility." A director wrote, "I need to tour the Center to get a better understanding of its operation and scope." Another director asked, "Is a complete catalogue listing feasible? Could it be distributed to users?" An instructor indicated that he would like the Center to make available "a listing of programs or demonstrations by industry." A director wrote, "we asked for help in preparing video tape and were told no one was available to help us."

Area vocational centers expressed the greatest awareness of the ECCMC, but that was to be expected. For the most part, personnel from the area centers also indicated that they were satisfied with the materials and services of the Center. (See appendix 5)

-- Other Secondary Schools

Questionnaires were mailed to 154 secondary schools or school systems, with some schools receiving multiple copies. The survey was sent to schools in 92 different counties, however, the urban areas of the State were surveyed more intensely. 122 responses were received from 82 schools or districts.

83 respondents, 68%, are aware of the ECCMC, while 39, 32% indicate that they are unaware. However, 14 of the 39 were in four school districts; an indication that directors were aware and subordinates unaware. Of that 14, five were from one very large suburban high school. Of the 39, 16 were teachers, 14 were administrators, 6 were guidance personnel, 2 were librarians, and one was an adult education director. Two of the 16 teachers were adult education instructors, and two others indicated that the questionnaire was the source of information about the Center.

Fifty-four respondents indicated that they had used the materials and services, with 32 of these respondents marking multiple usage. 52 of these respondents, 96% were either satisfied or very satisfied with the materials and services. The other two wrote why they were disappointed; indicating that they had requested materials which were not delivered. Both of these were vocational directors. (However, a check of the ECCMC files showed that three persons from one of the schools and four from the other had made use of the Center's materials. In all cases, the users were instructors). The loan library, curriculum guides, film/video materials, and annotated bibliography were all rated as valuable services. (See appendix 6)

Among the many comments made, one concern was raised several times. An assistant principal expressed it plainly, "I would like to have a full description of services and materials available for use in this school." This was echoed, in varying fashions, by thirteen other respondents. A vocational director added, "I am not aware of any direct, systematic procedure for providing local vocational directors with complete lists of materials available... I feel certain that we would make much more extensive use of available materials if we had a complete list of what is available at a given time and, in turn, would receive periodic listings of all additions." Additionally, there was one specific request for the "ECCMC Capabilities Booklet". (See recommendation 4)

-- <u>Overall</u>

276 questionnaires, not counting the nine States, were received, and 205 respondents indicated that they were aware of the ECCMC; 74%. 215 of the responses came from secondary schools, area vocational centers and community colleges, however the awareness among this group was only 72%. 106 respondents indicated they had made use of the Center's materials and services, almost 50%. These figures are based on random surveys sent to vocational directors or deans, and in some cases with multiple copies for other staff. While impossible, it would have been interesting if all vocational personnel could have been queried.

The largest problems exposed by the surveys of local educational agencies were the low incidence of use, and lack of knowledge as to what was available through the ECCMC. Therefore the evaluation team urges DAVTE and the Center staff to accept and follow recommendations 3, 4 and 5.

APPENDIX I

SACVE

ECCMC EVALUATION SURVEY

State Directors

1. Do you agree with the philosophy and goals of a national network for curriculum coordination in vocational and technical education?

a. very strongly agree	4
b. strongly agree	3
c. agree	1
d. have doubts	1
e. strongly disagree	

2. How well has the East Central Curriculum Management Center met the following Federal goals?

	Very Well	Well	Has Met	Not Quite	Not at All	Do Not Know
A. The Center will be the facilitator in enabling states to:						
1) Improve their own curriculum services and capabilities	2	3	2	2		
2) Share information and plans regarding curriculum materials in order to reduce duplication of efforts.	3	3	2	1		
3) Plan for cooperation in development, testing, evaluation, dissemination, reproduction and implementation of materials.		3	2	3	1	
4) Develop and maintain intra-state liaison activities that will stimulate cooperative relationships at the State and local levels.	3	3	2		1	
B. The Center will:						
1) Conduct coordination, dissemination and diffusion activities in order to improve the acceptance of new curriculum products and to assess their impact.	2	2	3	2		
2) Establish and maintain a system for determining curriculum needs in vocational and technical education and for recommending priorities for State and national emphasis.		4	3	1	1	
3) Share information regarding materials and studies available and under development.	4	3	1	1		
4) Provide curriculum services which will encourage the adaptation, demonstration, and adoption of effective curricula and curriculum development practices.	2	1	2	4		

3. How well has the East Central Curriculum Management Center met its proposed goals:

	Very Well	Well	Has Met	Not Quite	Not at All	Do Not Know
a. Improve and expand your Illinois curriculum services and capabilities through ECCMC.	2	3	1			3
b. Disseminate curriculum information and available materials to your State for the purpose of sharing information and plans regarding curriculum materials and needs.	4	1	4			
c. Establish and maintain a system for determining and reporting curriculum needs.		4	2	2		1
d. Coordinate curriculum development activities among the states served by the Center.		4	2	2	1	
e. Establish and maintain an evaluation system for all curriculum coordination.		1	3	4	1	
f. Serve as an active and functional member of the national network for curriculum coordination in vocational and technical education and its council of curriculum center directors.	3	4	2			

4. Do you receive (or have you received) the following publications from the ECCMC:

a. Annotated Bibliograph	9
b. NNCCVTE Newsletter	9
c. Center Critiques	9
d. ECCMC Capabilities Booklet	8
e. Center Activities Inventory	7

5. Does your State provide inservice to your LEAs on the national network for curriculum coordination? YES 5 NO 4

6. Does your State provide inservice to your LEAs on materials available from ECCMC and how to obtain them? YES 8 NO 1

7. Does your office make use of the following ECCMC services:

a. Library loan	8
b. Consultative assistance	2
c. Search capabilities	8
d. ERIC card use and coordination	4
e. Inservice aids	4

8. How would you rate these services:

	Very Well	Well	Has Met	Not Quite	Not at All	Do Not Know
a. Library loan	4	2	2			
b. Consultative assistance		3	1			2
c. Search capabilities	3	2	2	1		
d. ERIC card use and coordination	1	2	1			1
e. Inservice aids	1	2	1			2

9. Would you favor Illinois continuing the East Central Curriculum Management Center?

YES 9 NO

APPENDIX II

SACVE

ECCMC EVALUATION SURVEY

IOE Program Service

1. Are you aware of the services and materials available through the East Central Curriculum Management Center (ECCMC) operated by the Department of Adult, Vocational and Technical Education (AVTE), of the IOE?

a. very aware	____
b. aware	3
c. not aware	____

2. How did you become aware of the services and materials?

a. through AVTE	3
b. through another IOE support team	____
c. through a colleague at a local school	____
d. through an ESR	____
please indicate which ESR	_____
e. other	____

3. Does your office receive copies of publications prepared by the Center?

a. ECCMC Capabilities Booklet	2
b. Center Critiques	2
c. NNCCVTE Newsletter	3
d. Annotated Bibliography	1
e. Center Activities Inventory	1

4. Have schools in your area requested information from you about the Center?

a. very often	____
b. sometimes	2
c. never	1

5. Do requests for information and/or assistance come from:

a. Vocational Directors	1
b. Teachers	1
c. Librarians	____
d. Guidance Counselors	____
e. Other (please specify)	1

A P P E N D I X III

S A C V E

ECCMC EVALUATION SURVEY

Educational Service Region Superintendents

1. Are you aware of the services and materials available through the East Central Curriculum Management Center (ECCMC) operated by the Department of Adult, Vocational and Technical Education (AVTE) of the IOE?

a. very aware	5
b. aware	41
c. not aware	13

2. How did you become aware of the services and materials?

a. through AVTE	31
b. through IOE support team	13
c. through a colleague at a local school	2
d. through another ESR	5
e. other	4

which county please_____

3. Does your office receive copies of publications prepared by the Center?

a. ECCMC Capabilities Booklet	19
b. Center Critiques	9
c. NNCCVTE Newsletter	23
d. Annotated Bibliography	9
e. Center Activities Inventory	7

4. Do you include inservice on ECCMC in your activities?

a. very often	2
b. sometimes	15
c. never	42

5. Have schools in your area requested information from you about the Center?

a. very often	1
b. sometimes	14
c. never	44

6. Do requests for information and/or materials come from:

a. Vocational Directors	9
b. Teachers	8
c. Librarians	2
d. Guidance Counselors	7
e. Other (please specify)	1

A P P E N D I X IV

S A C V E

ECCMC EVALUATION SURVEY

Local Educational Agencies

Community Colleges

1. Are you aware of the services and materials available through the East Central Curriculum Management Center (ECCMC) operated by the Department of Adult, Vocational and Technical Education (AVTE)?

a. very aware	9
b. aware	17
c. not aware	12

2. How did you become aware of these services and materials?

a. through AVTE	23
b. through IOE support team	1
c. through my ESR	1
d. through a colleague at another school	2
e. through a colleague at this school	0
f. other (please specify)	2

3. Have you made use of the ECCMC:

a. loan library	7
b. curriculum literature search	9
c. Annotated Bibliography	10
d. film materials	3

4. Do you receive and read publications from the ECCMC:

a. ECCMC Capabilities Booklet	6
b. Center Critiques	9
c. NNCCVTE Newsletter	19
d. Annotated Bibliography	9
e. Center Activities Inventory	2

5. If you have made use of the Center's services and materials, were you satisfied?

a. very satisfied	2
b. satisfied	11
c. disappointed	1

6. What service provided by the Center is most valuable to you? Least valuable?

a. curriculum guides	12	3
b. newsletters	11	1
c. loan library	8	5
d. film/video materials	3	8
e. Annotated Bibliography	10	5
f. curriculum/literature search	8	5

7. Are there services not now provided by the Center that you would like to have provided?

What services?_____

APPENDIX V

SACVE

Local Educational Agencies

Area Vocational Centers

1. Are you aware of the services and materials available through the East Central Curriculum Management Center (ECCMC) operated by the Department of Adult, Vocational and Technical Education (AVTE)?

a. very aware	22
b. aware	26
c. not aware	7

2. How did you become aware of these services and materials?

a. through AVTE	34
b. through IOE support team	5
c. through my ESR	2
d. through a colleague at another school	2
e. through a colleague at this school	7
f. other (please specify)	9

3. Have you made use of the ECCMC:

a. loan library	28
b. curriculum literature search	16
c. Annotated Bibliography	9
d. film materials	16

4. Do you receive and read publications from the ECCMS:

a. ECCMC Capabilities Booklet	10
b. Center Critiques	16
c. NNCCVTE Newsletter	19
d. Annotated Bibliography	11
e. Center Activities Inventory	9

5. If you have made use of the Center's services and materials, were you satisfied?

a. very satisfied	10
b. satisfied	25
c. disappointed	3

6. What service provided by the Center is most valuable to you? Least valuable?

a. curriculum guides	27	1
b. newsletters	14	7
c. loan library	30	1
d. film/video materials	18	6
e. Annotated Bibliography	8	12
f. curriculum/literature search	14	4

7. Are there services not now provided by the Center that you would like to have provided?

What services?_____

A P P E N D I X VI

S A C V E

ECCMC EVALUATION SURVEY

Secondary Schools

1. Are you aware of the services and materials available through the East Central Curriculum Management Center (ECCMC) operated by the Department of Adult, Vocational and Technical Education (AVTE)?

a. very aware	26
b. aware	57
c. not aware	39

2. How did you become aware of these services and materials?

a. through AVTE	58
b. through IOE support team	11
c. through my ESR	3
d. through a colleague at another school	5
e. through a colleague at this school	6
f. other (please notify)	12

3. Have you made use of the ECCMC:

a. loan library	30
b. curriculum literature search	8
c. Annotated Bibliography	28
d. film materials	22

4. Do you receive and read publications from the ECCMC:

a. ECCMC Capabilities Booklet	19
b. Center Critiques	24
c. NNCCVTE Newsletter	36
d. Annotated Bibliography	27
e. Center Activities Inventory	5

5. If you have made use of the Center's services and materials, were you satisfied?

a. very satisfied	19
b. satisfied	33
c. disappointed	2

6. What service provided by the Center is most valuable to you? Least valuable?

a. curriculum guides	27	5
b. newsletters	19	8
c. loan library	31	2
d. film/video materials	24	2
e. Annotated Bibliography	22	6
f. curriculum/literature search	9	8

7. Are there services not now provided by the Center that you would like to have provided?

What services?_____

State of Illinois

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